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ABSTRACT

This report presents results of the evaluation of a project designed to provide a support system for teachers in District of Columbia Schools. Under the project, teachers and administrators received training and practice in the clinical supervision process, which allowed them to help other teachers at the local level. The report is based on a survey of 39 schools, and includes a description of the background and objectives of the project, and a summary of intended and observed outcomes for each objective. Appendices include supporting data concerning peer interactions of teachers during the application of clinical supervision techniques and validity and reliability of the Film Observation Peer Supervision Instrument; a final evaluation of the teachers' training program by teachers and administrators; and a summary of comments and recommendations on attitude questionnaires. Analyses of the pre- and posttest scores and gains on the Peer Supervision Instrument, the Project-Designed Knowledge Test, and the Supervision/Administrator Test of the National Teacher Exam are also appended. The report concludes that objectives were met in the areas of teacher attendance, content, significant gain in knowledge and application of concepts, teacher attitudes, and teacher rating of course format and program effects. (JCD)

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IMPROVING INSTRUCTION THROUGH SUPERVISION: DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS

E. S. E. A. TITLE IV-C

Final Evaluation Report

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SUPERINTENDENT OF SCHOOLS

DECEMBER 1981

UD 022 143

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

IMPROVING INSTRUCTION THROUGH SUPERVISION: DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS

Final Report

1980-1981

Prepared by
Division of Quality Assurance

1980-1981

IMPROVING INSTRUCTION THROUGH SUPERVISION:
DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS

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SUMMARY AND FINDINGS

Title

Improving Instruction Through Supervision: Developing Supervisory Support for Teachers

Project Coordinator

The Project Coordinator's Office is in the Old Carver School. Classes were held in the Region C Educational Center at the Bunker Hill School and the Region D Educational Center at Nalle School.

Target Population

Participating teachers and administrators came from Regions C and D.

Background

The project was initially developed in former Region VI, now Region C, after budget cuts required limiting funds covering the cost of traditional supervisors. The project was later exported to former Region III, now Region D. Since the beginning of the project in 1977 almost 1000 district personnel have been trained.

Description of the Project

Teachers and administrators receive training and practice in the clinical supervision process which allows them to help other teachers at the local school level.

Stated Objectives of the Project for 1980-81

A. At least 60% of the Region C and D teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

B. Given a special training program in supervision, additional teachers in Regions C and D will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference on pre-post assessment instruments and course grades submitted for university credit.

C. At least 80% of the teachers enrolled in a special training program in supervision, will indicate that they have a more positive attitude toward supervision than they had previously, as a result of the training program.

Evaluation

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Close to 1000 teachers and other district personnel have been trained in the clinical supervision training since it began in 1977.

2. Over 60% of the trained teachers surveyed in 39 schools reported using the techniques with other teachers during the 1980-81 school year.

3. A film observation instrument being developed and standardized by the project personnel and Title IV-C Evaluation Unit showed that trained teachers can apply the techniques learned in the course significantly better than teachers not trained in the techniques.

4. Teachers who were trained during the current (1980-81) school year showed a significant gain on a pre-post knowledge test, as well as a significant gain over a control group.

5. Teachers who were trained during the current (1980-81) school year showed a significant pre-post gain on a standardized test, the Supervisor/Administrator section of the National Teacher Examinations, as well as a significant gain over a control group.

6. Teacher course evalution data showed that over 90% of the 59 respondents rated the training course format and program effect items as good or above.

7. Ninety percent of the 59 teachers surveyed, and 88% of the 50 administrators surveyed stated that as a result of the project training program, they regarded their attitude toward supervision as more positive.

8. An 85% attendance rate at classes over the 15 sessions was a good behavioral indication of interest in the project.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the project, IMPROVING INSTRUCTION THROUGH SUPERVISION: DEVELOPING SUPERVISORY SUPPORT FOR TEACHERS (IITS), is to provide a support system for teachers, based on the clinical supervision model. The approach is characterized by a mutually supportive teacher-supervisor interaction. The supervisor is another teacher or administrator who has received training in the clinical supervision method. The model seeks to employ a supportive non-threatening approach.

Need - This project was a response by former Region VI and later by former Region III to develop the capacity at the local school level to assist teachers in improving their classroom instructional skills. The need arose because of the limited amount of supervision that could be provided by traditional methods, i.e., an itinerant corps of supervisors.

History - Based on observations of classroom behavior by former Region VI administrators, the need for increased teacher effectiveness was identified as being especially critical to the implementation of a competency based curriculum.

The IITS project began during the 1976-77 school year with a pilot project that trained administrators in the clinical supervision techniques. Some of the administrators became the nucleus of the training staff during the 1977-78 year, the first fully operational year of the project. This pattern of trainees becoming trainers was repeated during the 1978-79 school year with teachers becoming a part of the instructional staff. The pattern will continue during subsequent years.

The project is attempting to increase its impact yearly by involving more teachers and administrators. During the 1977-78 school year all of the administrators from former Region VI continued the course. At least five teachers from each school in former Region VI and the school system's peer assistance teachers were trained in the techniques of clinical supervision. At the conclusion of the 1978-79 school year, one-third of the teachers in each school in former Region VI as well as all of the administrators in former Region III and VI were trained.

During the 1977-78 school year training was provided to 153 former Region VI teachers, 24 former Region VI administrators, 29 peer assistance teachers from all six regions and two teachers from non-public schools.

During the 1978-79 school year training was provided to 167 former Region VI teachers, 70 former Region III administrators, 28 peer assistance teachers from all six regions and four teachers from non-public schools.

During the 1979-80 school year, training was provided to 73 teachers in former Region VI including one from a non-public school, and 132 teachers in former Region III. Additional workshops were held for all administrators as part of continuing staff development.

With a district reorganization in 1980-81, four new regions were formed bringing new schools into Region C, formerly Region VI, and into Region D, formerly Region III. In preparation for submission of the project to the Joint Dissemination Review Panel an experimental design was set up in Region C where 10 of the new schools were randomly assigned to a group receiving training and 10 to a control group. The control group will be invited to participate in the training during the 1981-82 school year. A total of 248 personnel received the training during 1980-81, with 74 teachers and 39 administrators from Region C, 96 teachers and 37 administrators from Region D and two non-public school teachers. Since the beginning of the project, almost 1000 district personnel have been trained.

Description of the Project

Target Population - Included in the target population were all of the teachers and administrators from Regions C and D. Peer Assistance Teachers from throughout the District were also part of the population.

The Model - Training focused on the model described by Robert Goldhammer in his book Clinical Supervision, published in 1969 by Holt, Rinehart and Winston. The five-step process consisted of (1) pre-observation conference, (2) observation, (3) analysis and strategy, (4) post-observation conference and (5) post-conference analysis.

Pre-Observation Conference - In the pre-observation conference the teacher and supervisor established a mutually supportive relationship. During the conference they identified the problem, clarified the instructional objectives, planned what would be observed and recorded, and set up a time for observation.

Observation - During the observation the supervisor observed the teacher's lesson and recorded factual data. Using electronic media as well as note taking was encouraged.

Analysis and Strategy - For the analysis and strategy step both participants analyzed what happened during the lesson. They looked for patterns which might characterize the teacher/learner interaction. They considered factors which might have been crucial to the outcome. They also formulated questions for the post-observation conference.

Post-Observation Conference - At the post-observation conference the teacher and the supervisor shared factual data concerning the lesson using a collaborative non-directive approach. They also might discuss other teaching practices which could have implications for future lessons.

Post-Conference Analysis - The post-conference analysis allowed a review of the entire supervisory process and an opportunity to make plans for future interactions.

Training - Training consisted of a one-semester course. The concepts and strategies of school supervision emphasizing the clinical supervision process were taught during 15 two-hour class sessions. Fifteen additional hours of laboratory practice were also required. The participants practiced the model with peers at their schools. A final session was held at the end of the semester to report on the laboratory experiences and to share plans for implementation of the resident instructional support program at the local level.

Materials - Materials used in training consisted of a text book, selected readings, video tapes, audio tapes and a slide presentation. Instructional techniques included lectures, discussions, role-playing and demonstrations. Participants also had printed media resources available to them.

Staffing - Teacher participants were assigned to one of eight sections with an average of 25 teachers per section. Each section was headed by an instructor. The instructional staff were District teachers and administrators who had received their training in previous years. Sections were assigned to meet either on Tuesday or Thursday after school with participants selecting the day they preferred. The staff also included a project coordinator, secretary and two regional coordinators. Title IV-C funded salaries for the full-time project coordinator, full-time secretary and part-time instructors.

Stated Objectives of the Project for 1979-80

A. At least 60% of the Region C and D teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

B. Given a special training program in supervision, additional teachers in Regions C and D will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference on pre-post assessment instruments and course grades submitted for university credit.

C. At least 80% of the teachers enrolled in a special training program in supervision, will indicate that they have a more positive attitude toward supervision than they had previously, as a result of the training program.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTATION (PMI) MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring and Implementation (PMI) Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each objective.

RESULTS

FINAL REPORT

PLANNING, MONITORING AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide a resident supervisory support system in Region C and D schools to help teachers in their professional development.

Objective A: At least 60% of the Region C and D teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Support from the regional administrative staff, the project coordinator, building administrators and regional instructional teams, for participating teachers practicing the clinical supervision skills	Agreement	1. The regional multiyear education plan for 1980-82 entitled "Action Plan for Special Programs" specifies support from the regional staff. Support was also evidenced by observation, an example being the regional superintendent's attending a meeting with evaluation personnel. In addition, this Title IV-C project was included in the monitoring assessment schedules of Regions C and D under Instructional Services. Also, the course for administrators had a roster of those who participated. A copy of a letter was available from the regional superintendent to administrators telling of slots allotted for fall and spring. There was also a summary of the evaluation and recommendations from Region C and D administrators who took the course.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
2. Building plans for providing guidelines for supervisory support, which were developed/revised during the 1979-80 school year	Agreement	2. Guidelines for action plans, practicum guidelines and guidelines for revising action plans were displayed. Samples of revised action plans including originals and revisions were shared.
3. Monitoring and Evaluation forms	Agreement	3. Forms used for evaluation and monitoring by supervisors, principals, participating teachers and region wide staff were in evidence.

OBJECTIVE A

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Region C and D teachers who have completed the formal training program will practice clinical supervision with their peers at the local schools.	Agreement	1. Returned evaluation forms from participants stated that they were practicing clinical supervision with their peers.
2. Region C and D teachers who practice clinical supervision will report to project staff on use of the model.	Agreement	2. Evaluation forms sent to project staff as well as oral reporting to supervisors as evidenced by records of meetings with supervision teams showed that reporting was occuring as intended.
3. Monitoring of the Region C and D teachers who practice clinical supervision with their peers will be conducted by the instructional teams, building administrators and the regional staff.	Agreement	3. A memo dated November 10, 1981 from the Regional Superintendent emphasized the importance of monitoring. Monitoring did occur. (See number 2, above.)

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records of peer interactions involving the clinical supervision process made available to the Title IV-C Evaluation Unit by the project coordinator by June, 1981 will show that the model is being used by at least 60% of those participants surveyed.	Agreement	1. Participants were surveyed in all of the schools remaining in Region C which had trained teachers in the clinical supervision process. Of the 191 trained teachers in the 39 schools, 38 or 20% reported using the technique during the first semester and 121 or 63% during the second semester. A breakdown by levels showed greater participation in secondary schools than in elementary. (See Appendix B.) During the first semester 38 teachers trained in the use of the model had 111 interactions with other teachers in applying the techniques, an average of 2.92 interactions per active participant. This number increased during the second semester when 121 participants had 582 peer interactions, an average of 4.80 per participant. The total number of supervisory interactions were highest in the junior high schools. (See Appendix C.) A film-observation instrument was being developed to test whether or not the clinical supervision process was not only being used but was being applied as learned. Results were positive. Reliability, validity and use data are reported in appendices D, E, F and G.

OBJECTIVE A

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

Because of the excellent regional administrative support from the assistant superintendent and other regional staff, instructional teams and building administrators, monitoring of Region C and D teachers who practice clinical supervision with their peers took place. Building plans which provided guidelines for supervisory support and available monitoring forms paved the way for the practice to occur and be recorded.

OBSERVED PROCESSES/OBSERVED OUTCOMES

With monitoring of the clinical supervision occuring regularly, large numbers of teachers became involved both as peer supervisors and recipients in their own schools. Not only was the model being used, but it was being used correctly according to the film-observation study that was done on the application of the model. Self-reports, monitoring reports and results of the film-observation study showed that teachers who had completed the formal training program were using their acquired skills and using them well.

OBJECTIVE A

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between intended and observed inputs nor between intended and observed processes. This led to agreement between intended and observed outcomes. Teachers who had previously been trained in the clinical supervision model were encouraged to use their training in their schools. Plans had been introduced and accepted to structure its use and monitoring helped to ensure it. As a result of methodical follow-up after the inservice training is provided, extinction does not occur. The continual reinforcement keeps the application of the techniques going long enough to become an established practice in the target schools.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide a resident supervisory support system in Region C and D schools to help teachers in their professional development.

Objective B: Given a special training program in supervision, additional teachers in Regions C and D will demonstrate knowledge of the concepts and strategies of supervision, with an emphasis on clinical supervision, as indicated by a statistically significant difference on pre-post assessment instruments and course grades submitted for university credit.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Software such as the course manual, handouts and supplementary references	Agreement	1. The Evaluation Team examined the course manual and handouts, and observed the professional library.
2. Hardware such as the overhead projector, tape recorders and video equipment	Agreement	2. Some of the hardware was seen by the Evaluation Team. A list of equipment purchased by the project thus far was shown by the project coordinator.
3. Training sites with sufficient space	Agreement	3. Training sites were listed in the course outline. The Evaluation Team observed rooms which contained a seat and writing space for each participant.
4. Qualified instructors	Agreement	4. Qualified instructors were evidenced by a contract with the University of the District of Columbia including the instructors' names, and initialed by the officer authorized to sign agreements.

OBJECTIVE B

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
5. Two regional coordinators, a full-time secretary and a full-time project coordinator	Agreement	5. The staff which was listed in the course outline and on the University of the District of Columbia contract was also observed by the Evaluation Team.
6. Standardized and project-developed evaluation instruments	Agreement	6. The supervisor/administrator section of the National Teacher Examinations (NTE) and project developed pre-and posttests, first month's evaluation and final evaluation forms were in evidence.
7. Randomly selected schools from Region C to serve as experimental and control groups	Agreement	7. Schools to serve in the experiment were randomly selected as advised by the Title IV-C Evaluation Unit. The lists were reproduced for distribution. Data from these groups will be used in a submission to the Joint Dissemination Review Panel (JDRP).
8. Other teachers from Regions C and D	Agreement	8. The project director provided the evaluation team with a list of participating schools other than tne experimental group and each school's quota. Also in evidence were copies of letters sent out and data collected from the teachers.

OBJECTIVE B

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Project teachers from Regions C and D schools will attend the formal training programs.	Agreement	1. Quotas were established for each school and a roster containing the names of participants was maintained.
2. Project teachers will be taught the concepts and strategies of school supervision.	Agreement	2. This was evidenced by the opening session printed agenda.
3. The course will focus on developing supervisory competencies for teachers so they will be able to provide non-threatening instructional support for other teachers.	Agreement	3. The focus of the course was verified in the course outline and in discussion with staff and participants.
4. The enrollees will be trained to lead teachers through the clinical supervision process developed by Robert Goldhammer.	Agreement	4. The content of the course was verified in the course outline and in discussion with staff and participants.
5. Fifteen two hour class sessions will be held after school once a week from September 23, 1980 through January 29, 1981, with an additional 15 hours of laboratory practice during the same period.	Agreement	5. Record sheets showed that participants attended the courses. Action plans showed intentions for the 15 hours of laboratory practice and the actual practice was verified by practicum reports submitted to the instructors.
6. Project teachers will practice the model in their school during the training period as well as from March to May, 1981.	Agreement	6. Teachers practiced the model as evidenced by Action Plans, monitoring forms, summaries and reports from administrators.
7. Project data for evaluation will be collected from experimental and control groups by June 1981.	Agreement	7. Pre- and posttest data was submitted to the Evaluation Unit.

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the Title IV-C Evaluation Unit by the project coordinator by June 1981 will show that teachers from Regions C and D attended the special training program and practiced the model during and after training.	Agreement	1. Rosters and records of attendance provided by the project director showed that teachers from Regions C and D did attend the training. Monitoring records showed that they practiced the model. Course grades were submitted for those signed up for university credit. Participants for the 1980-81 school year including those from non-public schools totaled 172 teachers and 76 administrators.
2. The course syllabus made available to the Title IV-C Evaluation Unit by the project coordinator by June 1981 will show that the content presented in the training sessions was relevant to the proposal description.	Agreement	2. A review of the training program outline and the project proposal showed congruence between the two.
3. Pre-post assessment results with raw scores submitted to the Title IV-C Evaluation Unit by the project coordinator by June 1981 will indicate a statistically significant gain in the attainment of knowledge and application of the concepts and strategies of school supervision.	Agreement	3. The pre-post project designed knowledge test administered to 52 participants showed an increase, significant at the .001 level. (See Appendix H.) There was also a significant gain on the Supervisor/Administrator section of the National Teacher Examinations on which the pretest was administered to a random sample of the experimental group, 25 of whom also took the posttest. (The random sampling technique was necessary because of the high cost of NTE testing.) The difference

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
3. (continued)		3. (continued) was significant at the .01 level. (See Appendix I.) There were 35 participants who took both the project designed posttest and the nationally standardized postest. The correlation between them was .53, with a significance level of .001. (See appendix J.) These analyses show that participants made significant gains in their knowledge of supervisory practice by completing their training.
4. Teacher Evaluation data submitted to the Title IV-C Evaluation Unit by the project coordinator by June 1981 will show that at least 70% of the respondents rate the training course format and program effect items as good or above.	Agreement	4. On the teachers' final evaluation of the program 92% of the 59 respondents rated the training course format items as good or above. (See Appendix K.) The two items rated "very good" or "excellent" most frequently were Course Organization and Handouts. On Part II B of the questionnaire teachers were asked whether they felt they were part of the regional effort to provide support for teachers. Of the 59 teachers, 53 or 90% said yes, 1 or 2% said no and 5 or 8% did not respond. (See Appendix K). Further analyses of this questionnaire are reported in the Outcomes section of Objective C. Administrators responded to the same questionnaire. (See Appendix L.) They also gave very high ratings to the training course format and program effects.

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
5. Instructor evaluation data with questionnaires submitted to the Title IV-C Evaluation Unit by the project coordinator by June 1981 will show that at least 70% of the respondents will rate the training course format and program effect items as good or above.	*	5. Evaluations were submitted by two of the three instructors, too small a number from which to generalize.
6. There will be a statistically significant difference between experimental and control group results on the project designed test made available to the Title IV-C Evaluation Unit by the project coordinator by June 1981.	Agreement	6. The project designed test was administered as a posttest to 59 experimental participants and 42 control group members. The difference between the groups, in favor of the project participants, was significant at the .001 level. (See Appendix M.) To assure the similarity of the experimental and control groups, a t-test was also performed to test the difference between the control group and the experimental group pretest scores on the project designed test. As hypothesized there was no significant difference (at .05) between the two groups. (See Appendix N.) Experimental-control group testing was also analyzed for the Supervisor/Administrator Test of the National Teachers Examination (NTE). On the posttest comparison there were 38 in the experimental group and 42 in the control group. Using the same 42, a

*Unable to evaluate because of insufficient data

OBJECTIVE B

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
6. (continued)	Agreement	6. (continued) separate analysis compared their scores with the 37 experimental group pretest scores. Significance of the difference between the two groups reached the .05 level on the posttest comparison but not on the pretest. (See Appendixes O and P.) These analyses show that although the groups were similar without training, the participants who completed the program showed a significanct increase after training in knowledge of supervisory practices.

OBJECTIVE B

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

Having software such as the course manual and handouts; hardware such as projectors and recorders; training sites; qualified instructors; the project was able to provide teachers with the course in clinical supervision. In addition, enough schools formerly in other regions were added to the new Region C to allow random selection of schools to experimental and control groups so that data could be collected for submission to the Joint Dissemination Review Panel (JDRP) for possible National Validation of the project during 1981-82 school year.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Project teachers participated in the classroom instruction and the laboratory practice, with the course following the clinical supervision process developed by Robert Goldhammer. Pre- and posttest data were collected as planned showing that the participating teachers did learn what they were taught and liked what they learned.

OBJECTIVE B

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

All observed inputs and processes were in agreement with their corresponding intended inputs and processes. All outcomes concerned with course attendance, content, significant gain in knowledge and application of concepts, teacher attitudes and teacher rating of training course format and program effects showed agreement between observed and intended items. Teachers and administrators taking the course overwhelmingly rated it high. The conclusions from this objective are that the course is making a difference in providing the training for teachers to learn to do peer consultation with other teachers.

DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide a resident supervisory support system in Region C and D schools to help teachers in their professional development.

Objective C: At least 80% of the teachers enrolled in a special training program in supervision will indicate that they have a more positive attitude toward supervision than they had previously, as a result of the training program.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
1. Software such as the course manual, handouts, and supplementary references	Agreement	1. The Evaluation Team examined the course manual and handouts, and observed the professional library.
2. Hardware such as the overhead projector, tape recorders and video equipment	Agreement	2. Some of the hardware was seen by the Evaluation Team. A list of equipment purchased by the project thus far was shown by the project coordinator.
3. Training sites with sufficient space	Agreement	3. Training sites were listed in the course outline. The Evaluation Team observed rooms which contained a seat and writing space for each participant.
4. Qualified instructors	Agreement	4. Qualified instructors were evidenced by a contract with the University of the District of Columbia including the instructors' names and initialed by the officer authorized to sign agreements.
5. Two regional coordinators, a full-time secretary and a full-time project coordinator	Agreement	5. The staff which was listed in the course outline and on the University of the District of Columbia contract was also observed by the Evaluation Team.

OBJECTIVE C

PART II

PROCESSES

INTENDED	STATUS	OBSERVED
1. Project teachers from Regions C and D schools will attend the formal training programs.	Agreement	1. Quotas were established for each of the schools and a roster contained the names of participants.
2. Project teachers will be taught the concepts and strategies of school supervision.	Agreement	2. This was evidenced by the opening session printed agenda.
3. The course will focus on developing supervisory competencies for teachers so they will will be able to provide non-threatening instructional support for other teachers.	Agreement	3. The focus of the course was verified in the course outline and in discussion with staff and participants.
4. The enrollees will be trained to lead teachers through the clinical supervision process developed by Robert Goldhammer.	Agreement	4. The content of the course was verified in the course outline and in discussion with staff and participants.
5. Fifteen 2 hour class sessions will be held after school once a week from September 23, 1981, with an additional 15 hours of laboratory practice during the same period.	Agreement	5. Record sheets showed that participants attended the courses. Action plans showed intentions for the 15 hours of laboratory practice and the actual practice was verified by practicum reports submitted to the instructors.

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Teacher evaluation data will show that at least 80% of the participants will indicate a positive attitude toward supervision on a project designed instrument, with the completed questionnaires made available to the Title IV-C Evaluation Unit by the project coordinator by June 1981.	Agreement	1. In the final evaluation by teachers (see appendix K), Part II A refers to attitudes. Of the 59 teachers surveyed, 90% stated that as a result of the project training program they regarded their attitude towards supervision as more positive. The other 10% stated that their attitude was the same. None of them indicated a less positive attitude toward supervision. The teacher comments summarized in appendix Q further illustrated the teachers' positive attitudes. Administrators' responses to the questionnaire (see appendixes L and R) showed that administrators were similarly pleased with the results and profuse in their praise of the course.
2. The project coordinator will collect and make available to the Title IV-C Evaluation Unit by June 1981 attendance records that will show an average course attendance rate of 85%.	Agreement	2. Records of attendance showed that 828 sessions were attended by 65 teachers, a mean of 12.74 sessions per teacher. Since there were 15 sessions in all, this represented an 85% attendance rate.

OBJECTIVE C

PART IV

PERFORMANCE AGREEMENT

OBSERVED INPUTS/OBSERVED PROCESSES

All of the personnel, equipment and software were available to offer the special training program in supervision. The supervision process which was taught was developed by Robert Goldhammer. It focused on helping teachers acquire the competencies to be able to provide non-threatening instructional support for other teachers. The inputs were in performance agreement with the processes.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Project participants attended 15 two hour class sessions to learn the concepts and strategies of school supervision. They also practiced the techniques both in and out of the formal class sessions. During class time role playing occurred. In their own schools, teachers consulted with their peers. Through course work and practice, participants saw that what they did could make a difference and their attitudes toward supervision became more positive. Their high percentage of classroom attendance was a behavioral indication of interest in the project.

OBJECTIVE C

PART V

SUMMATION

ANALYSES/CONCLUSIONS/IMPLICATIONS

There were no discrepancies in inputs, processes or outcomes of this objective. The courses were well presented, allowing the participants to feel comfortable with the theory and practice. They were able to change their own behavior and in doing so, also changed their attitude toward supervision in a positive direction. With the large number of teachers trained and using the techniques, a similar positive attitude should be evident in teachers who have not yet received the training but have been recipients of help from those who have.

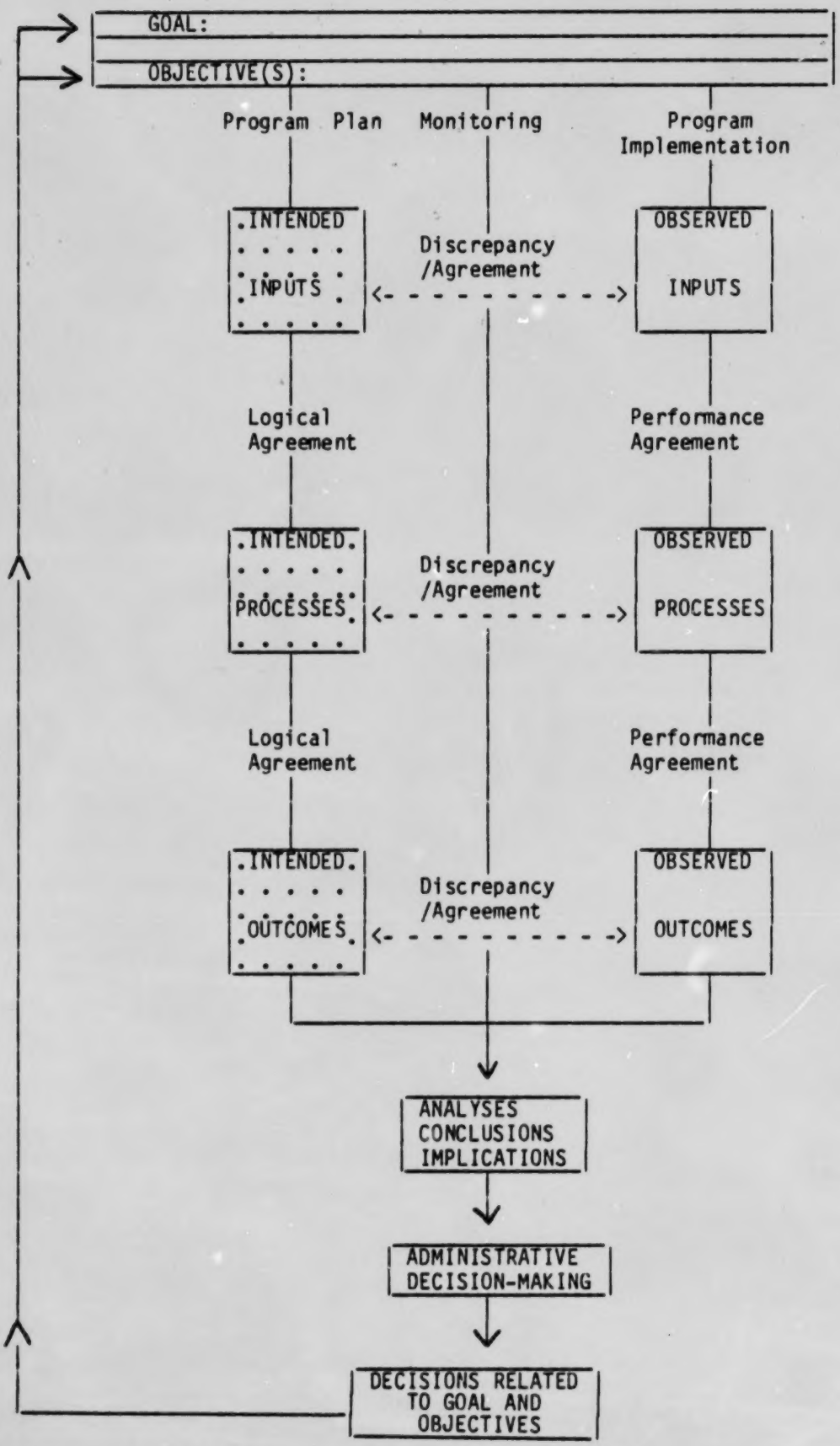
DECISIONS

This report will be forwarded to the Project Director, Grants Administration, the Superintendent and the School Board to aid them in their decision-making concerning this project.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

TEACHERS IN 39 SURVEYED SCHOOLS USING THE CLINICAL SUPERVISION MODEL

TEACHERS IN 39 SURVEYED SCHOOLS
USING THE CLINICAL SUPERVISION MODEL

	Total Trained	Using Model First Semester		Using Model Second Semester	
		Number	Percent	Number	Percent
Elementary	77	11	14	43	56
Jr. High	62	18	29	41	66
Sr. High	52	9	17	37	71
Total	191	38	20	121	63

APPENDIX C

PEER INTERACTIONS OF TEACHERS DURING APPLICATION OF CLINICAL SUPERVISION TECHNIQUES IN THE 39 SURVEYED SCHOOLS

PEER INTERACTIONS OF TEACHERS DURING APPLICATION OF CLINICAL SUPERVISION TECHNIQUES IN THE 39 SURVEYED SCHOOLS

	First Semester			Second Semester		
	Number Using Model	Total Number of Inter-actions	Mean Number of Inter-actions	Number Using Model	Total Number of Inter-actions	Mean Number of Inter-actions
Elementary	11	23	2.09	43	178	4.14
Jr. High	18	71	3.94	41	216	5.26
Sr. High	9	17	1.89	37	188	5.08
Total	38	111	2.92	121	582	4.81

APPENDIX D

RATER RELIABILITY FOR THE FILM OBSERVATION PEER SUPERVISION INSTRUMENT

RATER RELIABILITY FOR THE FILM OBSERVATION
PEER SUPERVISION INSTRUMENT

In order to ascertain whether or not those who had had the training could apply their knowledge in a given situation, an instrument was developed and administered to participants. They were shown a short film of a teacher pesenting a lesson. A standard script containing instructions was read to the group. The participants were to record their observations, analyze their recorded data and write what they would do next if they had the responsibility of providing instructional support for the videotaped teacher. Responses were recorded on a standard form. Criteria for scoring of the instrument were established by the project coordinator who gave written instruction to the other raters on the criteria and indicated where the material was covered in the training guide. To determine inter-rater reliability Pearson Product Moment Correlations between two raters, an instructor and the project director, were calculated using an SPSS computer program.

OBSERVATIONS				ANALYSES		CONFERENCES			
Factual Statements	Verbatim Statements	Non-verbal Statements	Judgmental Statements	Summary Statements	Teaching patterns	Indirect Approach	Direct Approach	Used Analysis Data	Recalled Pre-Observation Data
.87	.99	.68	.83	.51	.87	.84	.12	.23	.31
N=84	N=84	N=84	N=84	N=82	N=82	N=60	N=61	N=59	N=59

Although the rater reliability is not high in several areas, the project coordinator felt that with revision of scoring criteria and training of raters, higher agreement could be reached.

APPENDIX E

CONCURRENT VALIDITY OF THE FILM OBSERVATION
PEER SUPERVISION INSTRUMENT

CONCURRENT VALIDITY OF THE FILM OBSERVATION PEER SUPERVISION INSTRUMENT

To compute concurrent validity the Film Observation Peer Supervision instrument was correlated with the project-designed knowledge test and the supervision/administration section of the National Teacher Examinations (NTE), a nationally standardized instrument. The scoring of the Film Observation Peer Supervision Instrument by the project coordinator was used for all subjects. The project designed knowledge test has demonstrated measurement of a significant gain pre- to posttesting as well as significant differences between experimental and control groups. Results of the Pearson Product Moment Correlation were computed using the SPSS package.

	OBSERVATIONS				ANALYSES		CONFERENCES			
	Factual Statements	Verbatim Statements	Non-verbal Statements	Judgmental Statements	Summary Statements	Teaching patterns	Indirect Approach	Direct Approach	Used Analysis Data	Recalled Pre-Observation Data
*	.25	.17	.19	.06	.22	.11	.21	-.21	-.02	.05
	N=56	N=55	N=53	N=54	N=56	N=55	N=51	N=41	N=50	N=50
**	.09	.26	.25	.14	.18	.34	-.03	-.02	.07	.08
	N=34	N=33	N=31	N=33	N=34	N=33	N=30	N=24	N=29	N=29

* With Project Designed Supervision Test

** With NTE

As may be seen in Table III, there is some positive correlation with at least one of the tests in all areas except the Direct Approach. Since this area also had low reliability ratings, it will be dropped from the next revision.

APPENDIX F

PRE-POST TEST RESULTS ON THE FILM OBSERVATION
PEER SUPERVISION INSTRUMENT FOR ITEMS 1-6

PRE-POST TEST RESULTS ON THE FILM OBSERVATION
PEER SUPERVISION INSTRUMENT FOR ITEMS 1-6

	N=49 Factual Statements	N=49 Verbatim Statements	N=48 Non-Verbal Statements	N=48 Judgmental Statements	N=48 Summary Statements	N=48 Teaching Patterns
Pretest Mean	5.61	0.00	0.04	1.71	3.38	0.31
Posttest Mean	10.04	6.61	0.69	0.83	7.00	1.56
Pretest SD	3.75	0.00	0.20	1.75	2.28	0.93
Posttest SD	5.52	8.22	1.13	1.62	3.53	1.43
T-Value	-5.89	-5.63	-3.99	2.93	-7.02	-4.90
2-Tailed Probability	.000	.000	.000	.005	.000	.000

PRE-POST TEST RESULTS ON THE FILM OBSERVATION
PEER SUPERVISION INSTRUMENT FOR ITEMS 7-10

	N=39(PRE) N=40(PO) Indirect Approach		N=40(PRE) N=33(PO) Direct Approach		N=39(PRE) N=39(PO) Used Analysis Data		N=39(PRE) N=39(PO) Recalled Pre. Obs. Data	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Yes (Number)	11	28	33	7	16	23	5	34
Yes (Percent)	28.2	71.8	82.5	17.5	41.0	59.0	12.8	87.2
No (Number)	32	8	9	24	33	6	35	4
No (Percent)	80.0	20.0	27.3	72.7	84.6	15.4	89.7	10.3
Chi Square	19.32		20.27		14.05		43.16	
Significance	.000		.000		.000		.000	

APPENDIX G

EXPERIMENTAL- CONTROL RESULTS ON THE FILM OBSERVATION PEER SUPERVISION INSTRUMENT FOR ITEMS 1-6

EXPERIMENTAL- CONTROL RESULTS ON THE FILM OBSERVATION
PEER SUPERVISION INSTRUMENT FOR ITEMS 1-6

	N=56(EXP) N=42(CON) Factual Statements	N=55(EXP) N=42(CON) Verbatim Statements	N=53(EXP) N=43(CON) Non-Verbal Statements	N=54(EXP) N=42(CON) Judgmental Statements	N=56(EXP) N=42(CON) Summary Statements	N=55(EXP) N=41(CON) Teaching Patterns
Exper. Mean	9.93	6.09	0.62	0.80	6.75	1.47
Control Mean	6.12	0.14	0.07	2.90	4.12	0.17
Exper. SD	5.59	7.93	1.10	1.55	3.49	1.39
Control SD	4.34	0.52	0.34	2.92	2.58	0.44
T-Value	3.80	5.55	3.46	-4.24	4.29	6.54
2-Tailed Probability	.000	.000	.001	.000	.000	.000

EXPERIMENTAL- CONTROL RESULTS ON THE FILM OBSERVATION
PEER SUPERVISION INSTRUMENT FOR ITEMS 7-10

	N=51 (EXP) N=42(CON) Indirect Approach		N=41(EXP) N=42(CON) Direct Approach		N=50(EXP) N=42(CON) Used Analysis Data		N=56(EXP) N=42(CON) Recalled Pre. Obs. Data	
	EXP	CON	EXP	CON	EXP	CON	EXP	CON
Yes (Number)	39	7	31	21	41	7	42	7
Yes (Percent)	76.5	25.0	31.7	75.0	82.0	25.0	84.0	25.0
No (Number)	12	21	28	7	9	21	8	21
No (Percent)	23.5	75.0	68.3	25.0	18.0	75.0	16.0	75.0
Chi Square	17.63		10.80		22.29		24.28	
Significance	.000		.000		.000		.000	

APPENDIX H

ANALYSIS OF PRE-POST GAIN ON THE PROJECT DESIGNED KNOWLEDGE TEST

ANALYSIS OF PRE-POST GAIN ON THE PROJECT DESIGNED KNOWLEDGE TEST*

	N=52	
	Pretest	Posttest
Mean	15.63	17.81
Standard Deviation	3.30	3.58

*t = - 4.29, significant at .001

APPENDIX I

ANALYSIS OF PRE-POST GAIN ON THE NATIONALLY STANDARDIZED SUPERVISION/ADMINISTRATION TEST OF THE NATIONAL TEACHER EXAMINATIONS

ANALYSIS OF PRE-POST GAIN ON THE NATIONALLY STANDARDIZED SUPERVISION/ADMINISTRATION TEST OF THE NATIONAL TEACHER EXAMINATIONS*

	N=25	
	Pretest	Posttest
Mean	542.80	566.00
Standard Deviation	75.86	85.68

*t = - 2.70, significant at .01

APPENDIX J

CORRELATION OF PROJECT-DESIGNED KNOWLEDGE TEST WITH SUPERVISION/ADMINISTRATOR TEST OF THE NATIONAL TEACHER EXAMINATIONS (NTE)

CORRELATION OF PROJECT-DESIGNED KNOWLEDGE TEST WITH SUPERVISION/ADMINISTRATOR TEST OF THE NATIONAL TEACHER EXAMINATIONS (NTE)

	N=35 Mean	Standard Deviation	Correlation Coefficent	Significance
Project-Designed Knowledge Test	17.60	3.90	.53	.001
Supervison/Administrator Test of the NTE	560.29	80.93		

APPENDIX K

FINAL EVALUATION OF TEACHERS' TRAINING PROGRAM BY TEACHERS

FINAL EVALUATION OF TEACHERS' TRAINING PROGRAM BY TEACHERS

N=59

I. Program Format, Content and Materials

Reponses to, "Please let us know how you regard the following by placing a check in one of the boxes for each category."

	Excellent		Very Good		Good		Fair		Poor		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A. Course Organization	17	29	33	56	6	10	2	3	0	0	0	0
B. Quality of Content	16	27	28	47	10	17	3	5	0	0	2	3
C. Practicality of Content	21	36	24	41	10	17	3	5	0	0	1	2
D. Use of Class Time	16	27	22	37	15	25	6	10	0	0	0	0
E. Variety of Instructional Methods	16	27	22	37	14	24	6	10	0	0	1	2
F. Provisions of Individual Participation	22	37	24	41	8	14	3	5	0	0	2	3
G. Handouts	35	59	15	25	3	5	2	3	0	0	2	3
Total	143	35	168	41	66	16	25	6	0	0	8	2

II. Program Effect

A. Response to, "As a result of this training program how do you now regard your attitude towards supervision?"
Please explain _____

(See Appendix Q.)

Number	Percent	
53	90	More Positive
6	10	The Same
5	8	No Response

B. Response to, "Do you feel that you are a part of the regional effort to provide support for teachers?"

Number	Percent	
53	90	Yes
1	2	No
5	8	no response

III. General Reaction

1. Responses to, "How do you rate this staff development activity for teachers?"

Excellent		Very Good		Good		Fair		Poor		No Response	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
17	29	24	41	15	25	1	2	0	0	5	8

2. Responses to, "How do you view clinical supervision as an aid in the inprovement of instruction?"

Very Promising		Promising		Undecided		Of Little Help		Of No Help	
No.	%	No.	%	No.	%	No.	%	No.	%
30	51	25	42	4	7	0	0	0	0

IV. Recommendations and Comments

A. Recommendations for improving the course _____

(See Appendix Q.)

B. Comments (See Appendix Q.)

APPENDIX L

FINAL EVALUATION OF TEACHERS' TRAINING
PROGRAM BY ADMINISTRATORS

FINAL EVALUATION OF TEACHERS' TRAINING PROGRAM BY ADMINISTRATORS

N=50

I. Program Format, Content and Materials

Reponses to, "Please let us know how you regard the following by placing a check in one of the boxes for each category."

	Excellent		Very Good		Good		Fair		Poor		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A. Course Organization	43	86	6	12	0	0	0	0	0	0	1	2
B. Quality of Content	38	76	12	24	0	0	0	0	0	0	0	0
C. Practicality of Content	36	72	13	26	1	2	0	0	0	0	0	0
D. Use of Class Time	40	80	9	18	1	2	0	0	0	0	0	0
E. Variety of Instructional Methods	35	70	13	26	1	2	0	0	0	0	1	2
F. Provisions of Individual Participation	38	76	11	22	1	2	0	0	0	0	0	0
G. Handouts	44	59	88	5	10	0	0	0	0	0	1	2
Total	274	78	69	20	4	1	0	0	0	0	3	1

II. Program Effect

A. Response to, "As a result of this training program how do you now regard your attitude towards supervision?"
Please explain _____

(See Appendix R.)

Number	Percent	
44	88	More Positive
5	10	The Same
0	0	Less Positive
1	2	No Response

B. Response to, "Do you feel that you are a part of the regional effort to provide support for teachers?"

Number	Percent	
49	98	Yes
0	0	No
1	2	no response

III. General Reaction

1. Responses to, "How do you rate this staff development activity for teachers?"

Excellent		Very Good		Good		Fair		Poor		No Response	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
37	70	12	24	1	2	0	0	0	0	2	4

2. Responses to, "How do you view clinical supervision as an aid in the inprovement of instruction?"

Very Promising		Promising		Undecided		Of Little Help		Of No Help	
No.	%	No.	%	No.	%	No.	%	No.	%
39	78	11	22	0	0	0	0	0	0

IV. Recommendations and Comments

A. Recommendations for improving the course _____

(See Appendix R.) _____

B. Comments (See Appendix R.) _____

_____

APPENDIX M

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP POSTTEST SCORES AND CONTROL GROUP SCORES ON THE PROJECT DESIGNED KNOWLEDGE TEST

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP POSTTEST SCORES AND CONTROL GROUP SCORES ON THE PROJECT DESIGNED KNOWLEDGE TEST*

	Experimental Group	Control Group
Mean	17.61	14.83
Standard Deviation	3.97	3.35
Number	59	42

*t= 3.80, significant at .001

APPENDIX N

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP PRETEST SCORES AND CONTROL GROUP SCORES ON THE PROJECT DESIGNED KNOWLEDGE TEST

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP PRETEST SCORES AND CONTROL GROUP SCORES ON THE PROJECT DESIGNED KNOWLEDGE TEST*

	Experimental Group	Control Group
Mean	15.63	14.83
Standard Deviation	3.24	3.35
Number	60	42

*t= 1.20, not significant at .05

APPENDIX O

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP POSTTEST SCORES AND CONTROL GROUP SCORES ON THE SUPERVISION/ADMINISTRATOR TEST OF THE NATIONAL TEACHER EXAMINATIONS

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP POSTTEST SCORES AND CONTROL GROUP SCORES ON THE SUPERVISION/ADMINISTRATOR TEST OF THE NATIONAL TEACHER EXAMINATIONS*

	Experimental Group	Control Group
Mean	563.95	528.57
Standard Deviation	79.98	63.11
Number	38	42

*t= 2.18, significant at .05

APPENDIX P

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP PRETEST SCORES AND CONTROL GROUP SCORES ON THE SUPERVISION/ADMINISTRATOR TEST OF THE NATIONAL TEACHER EXAMINATIONS

ANALYSIS OF THE DIFFERENCE BETWEEN EXPERIMENTAL GROUP PRETEST SCORES AND CONTROL GROUP SCORES ON THE SUPERVISION/ADMINISTRATOR TEST OF THE NATIONAL TEACHER EXAMINATIONS*

	Experimental Group	Control Group
Mean	557.29	528.57
Standard Deviation	75.89	63.11
Number	37	42

*t= 1.81, not significant at .05

APPENDIX Q

SUMMARY OF COMMENTS AND RECOMMENDATIONS
ON ATTITUDE QUESTIONNAIRES OF TEACHERS

Teachers' Explanations Concerning Their Attitude Toward Supervision - Program Effect

Questionnaire Part II

AS A RESULT OF THIS TRAINING PROGRAM, HOW DO YOU NOW REGARD YOUR ATTITUDE TOWARD SUPERVISION?

The answer that the participants gave to this question when analyzed produced eight different categories. The categories were: supervision is supportive; gained a new perspective on supervision; gained an appreciation for supervision; supervision is a sharing experience; supervision is non-threating; supervision is non-critical; clinical supervision is a positive approach; and clinical supervision produces an environment to which you have the ability to ask for help. In summary, the responses represented a positive attitude toward supervision.

Teacher's Recommendation and Comments Concerning
Their Attitude Toward Supervision

Questionnaire Part IV

The teachers recommendations and comments were in one or more of the four areas listed below; role playing, course structure, giving more examples and course materials.

The recommendations for the role playing were centered around a longer duration, need for more intense role playing and a need for an expert to role play as an example.

The recommendations for course structure involved distributing the work over the whole course, shorter semesters, less content on history and development, more content on application, too many written assignments and more time allocated to school plans and practicums.

The category, giving more examples, centered around demonstration of a supervisor in a classroom and conference situation, having an actual field supervisor come in and tell of experiences in the field, and requests for more example of the model's application.

The fourth category, course material, had recommendations centering around the text book selection. It appears that feeling for the text book fell into one of two extremes. Either the participants liked the text or they did not.

All recommendations and comments will receive serious consideration by the project director and consultants.

APPENDIX R

SUMMARY OF COMMENTS AND RECOMMENDATIONS ON
ATTITUDE QUESTIONNAIRES OF ADMINISTRATORS

Administrators' Explanations Concerning Their Attitude Toward Supervision - Program Effect

Questionnaire Part II

AS A RESULT OF THIS TRAINING PROGRAM, HOW DO YOU NOW REGARD YOUR ATTITUDE TOWARD SUPERVISION?

The responses to this questionnaire fell into two categories, those which refered to the effect the program had on the participant and those which refered to the new behaviors that the participants revealed they had. An example of the first category was, "In a more positive sense, it (clinical supervision) allows a better sense of understanding/cooperation in working with others...." An example of the latter category was, "I will use an approach which allows for more teacher input." The two examples characterize the responses given to this question.

Administrators' Recommendation and Comments
Concerning Their Attitude Toward Supervision

Questionnaire Part IV

The comments made by the administrators fell into two categories. One category of response praised the course content and structure. An example of the comments in this category was, "The course was well organized, facilitators stayed on task, handouts were excellent and will be used extensively in observation/supervision." The other category centered around the administrators expressing pleasure and satisfaction with the course. An example of statements in this category was, "The course was most enjoyable and very informative." The majority of the comments given by the administrator fell into the category which was described first with about only a quarter of the comments falling in the latter category.

The recommendations of the administrators fell into four categories. The categories were: Advance planning, an example being, "When a video tape is used, be sure that the equipment is operating in top condition"; Increasing the time, an example being, "Provide more sessions for role playing"; Subject matter, an example being, "Provide for ongoing opportunity for sharing of worthwhile experiences"; and Expansion of target base, an example being, "The course should be required for all building CBC chairpersons and resource teachers."

The majority of the recommendation fell into the expansion of the target base category, with the remaining responses falling about evenly into the other categories.